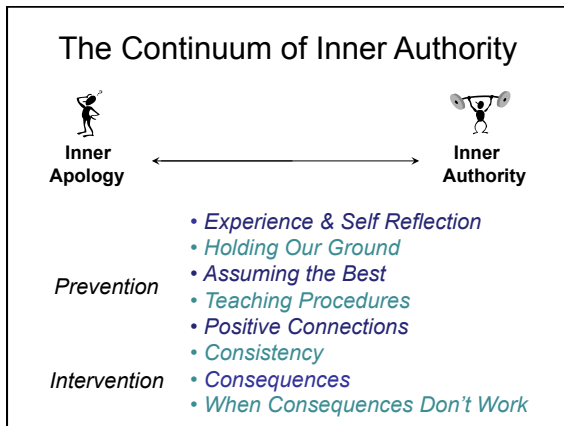


Conscious Classroom Management



Surviving and Thriving in Any Classroom



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Teachers teach content and appropriate behavior

Students want to learn appropriate behavior


Assuming the Best

The Invisible Contract

STUDENT: "Please teach me appropriate behavior in a safe and structured environment."

TEACHER: "I will do my best..."


The Two Pillars



STRUCTURE

SAFETY


Discipline Across the Room



↓ Tone

↓ Volume

□ Posture




Respond to the
Invisible Subtitle


Ignore the noise

"What can I do to learn better behavior..."

Consistency



- Hand Raising
- The Popcorn Effect
- Arguing with the Ref



Consistency

Getting what
we ask for
when we ask for it

***Procedure
Precedes
Content***

Arguing with Ref



Arguing is in and of itself a disruption

Lawyers start with higher consequences

The Popcorn Effect



Get all students actively engaged before having private conversations

Holding Our Ground



It is the toughest thing we do and we only have to do it all day every day



Avoid the Land of Reasons
Delay Your Explanations

“An Effective ‘No’ has no ____.”

- **Blame**
- **Disrespect**

RRR Technique



Recognize

Reorient

Respond

Procedures



Procedures and content
are taught the same way



**Procedures are the
railroad tracks...**

...content is the train

Formula for Teaching



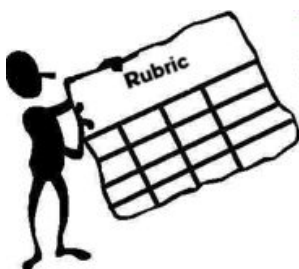
- Vision of whole
- Break into parts
- Teach parts
- Connect to whole
- Check for understanding

Parameters



- Teach/polish 2 or more per class or lesson
- Sprinkle throughout lesson
- Write into lesson plan
- Alternate between audio, visual, kinesthetic
- Practice, practice, practice

- Lining Up
- Dismissal Formation
- Readiness to Learn
- Dress Code
- Student Volume
- Hallway Behavior
- Clean Cafeteria
- Waiting to speak with admin/counselor



PROCEDURES

Visuals / Non-Verbals



- Rubrics
- Lab station set up
- Test taking readiness
- Using textbook
- Heading on paper
- Books on shelves
- Clean room
- Start of Class
- Dress code
- Class rules
- Materials
- Sound signals
- Hand signals
- Finished early poster
- Tattle/Complaint poster

When kids aren't getting
what you want them to get...



Formula for trouble shooting

1. Assume the Best
2. Break into Steps
3. Feed the Kids

Music for Transitions

- Chronic transitions
- Same song for same transition
- Play last bit of song each time
- Choose fast paced, 80+ beats per min

Implementation



- List changes in priority order
- Implement number one only
- Intro & practice → accountability-free
- Constant real-time reinforcement
- Start w/ fav. class/subject, then spread
- Give it 8-10 days (if middle of year)



The "GO" Procedure

- "When I say go"
- "You will..."
- Check for understanding
- "Ready and, Go"



Any Questions?

- Fill in the Blank
- Partner Share
- Deflected Questions
- Student Repeats
- Puppeteer (Guided Model)
- Look Left, Look Right


Positive Connections



2 minutes a day
10 days in a row
85% improvement*

2 x 10

What are some ways to make positive connections with students?



Consequences

There are no punishments, just consequences


We have no control over kids

Consequences are tools we use to help our students learn the power of choice

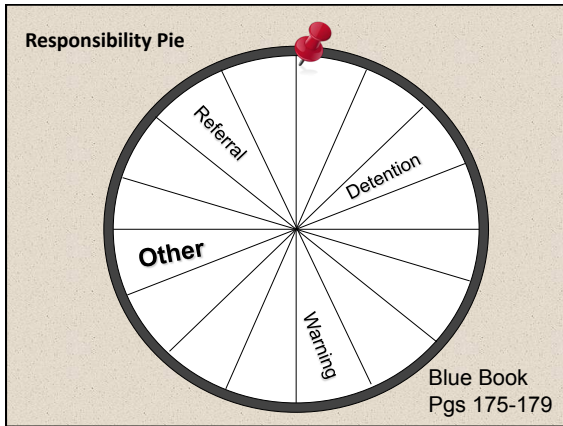


*Use the gentlest possible consequence that will get a student to **"pause"** and make a new choice*


Consequences...




- Let you consequences do the talking
- Delay consequences when needed
- Private meeting with teacher
- Give kids choices
- Picket Fence Syndrome
- Consequence Pie
- Paper-clipping
- The ADE Meeting
- The Pink Slip



Response to Defiance




- Assume the best
- Soft eyes, soft voice
- Make their choices clear
- Respect the choice they make
- Give Consequence.
- Repeat with new/escalated choices



"You have a choice right now..."

The Conversation

1. Acknowledge Difficulties
2. Clean Slate



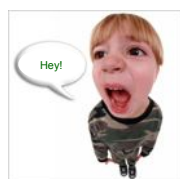
Breaking the Cycle of Misbehavior

1. Want to change
2. Know how to change
3. Practice the change
4. Be conscious of choices/roadblocks
5. Receive support for change





3rd Grade:
The Straggler



7th Grade:
The Blurter



12th Grade:
The Over-sleeper

Stay in Touch



Seasonal e-Newsletter

To add your email to our list:

email grace@consciousteaching.com
and request to be added

--OR--

Text **STUFFYOUCANUSE** (one word)
to phone #: **2 2 8 2 8**



Free Resources
& Cool Strategies



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